

# Edison Elementary

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2024-25 School Contact Information

<b>School Name</b>	Edison Elementary
<b>Street</b>	515 East 6th Street
<b>City, State, Zip</b>	Ontario, Ca, 91764-1818
<b>Phone Number</b>	909-984-5618
<b>Principal</b>	Mauricio Gormaz
<b>Email Address</b>	mauricio.gormaz@omsd.net
<b>School Website</b>	omsd.net/edison
<b>Grade Span</b>	K-8
<b>County-District-School (CDS) Code</b>	36678196036222

## 2024-25 District Contact Information

<b>District Name</b>	Ontario-Montclair School District
<b>Phone Number</b>	(909) 459-2500
<b>Superintendent</b>	Dr. James Q. Hammond
<b>Email Address</b>	info@omsd.net
<b>District Website</b>	<a href="https://www.omsd.net">https://www.omsd.net</a>

## 2024-25 School Description and Mission Statement

Edison Academy of Differentiated Learning is one of thirty-four schools in the Ontario-Montclair School District. Edison is located in the northern portion of the district and serves students from Ontario and Upland. It is one of the smallest physical plants in the district and currently has seventeen portable classrooms in use in addition to the permanent buildings, bringing the total number of classrooms to thirty. Edison was chosen by the Campaign for Business and Education Excellence (CBEE) as 2017 and 2018 Honor Roll recipients. In addition, Edison received recognition as a Five Star School from the California Association of Gifted Learners in 2015 and became a Gold Ribbon School through the California Department of Education that same year. Since 2017 Edison has been recognized annually as a Positive Behavioral Intervention and Supports (PBIS) Gold

## 2024-25 School Description and Mission Statement

School.

There are twenty-eight classroom teachers, a resource specialist, and a speech and language pathologist at Edison. There is also one instructional coach, an interventional specialist, an outreach consultant, a mentor, and a school family outreach assistant. There are two special education instructional assistants, four general education instructional aides, two kindergarten instructional aides, and a bilingual instructional aide. An on-site PE team consists of one lead certificated teacher and four PE instructional aides. At Edison, we prepare students socially, emotionally, and academically, to develop self-discipline and individual responsibility. Edison Academy's programs are designed to focus on achievement through responsible learning. Academic goals for our students focus on the achievement of identified standards in reading, language arts, and math, English proficiency for our English language learners, and the development of behaviors reflecting physical, social, and emotional well-being.

Student progress is monitored by a variety of means. On a yearly basis, the CAASPP (California Assessment of Student Performance and Progress) provides data for third through eighth grade students. State Interim Assessment Benchmarks are used in preparation of the CAASPP. Edison also utilizes data from the common assessments and district assessments in reading, writing, and mathematics to plan for program improvements and develop school-wide focus areas. Teachers consistently participate in data and planning meetings to discuss academic results and determine grade level practices and next steps. Edison has developed a multi-tier system of support to provide appropriate services to all students. School-wide programs include Accelerated Reader for all students and leadership opportunities via ASB and classroom opportunities for upper-grade students. We have an Elementary and Middle school sports program and participate in a variety of events including science fair, spelling bee, Read Across America, and Red Ribbon Week. We host trimester awards to recognize students for academic achievement, and weekly attendance awards to recognize positive attendance patterns. Students participate in extra-curricular activities through district hosted programs and ELOP clubs. A district funded after school program- Extended Learning Opportunities Program (ELOP) was established in 2022 which consists of a coordinator, a classroom assistant and an office clerk. Afterschool clubs are based on student, teacher and family interests. Students are recognized regularly for demonstrating Respect, Responsibility, Perseverance, and Unity.

Decision making is guided by the following vision and mission at Edison Academy:

Vision: Empower all students to become successful citizens.

Mission: Through innovative approaches to teaching and differentiated instruction, we will promote deep and complex thinking, responsibility, and collaboration.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
TK	22
Kindergarten	71
Grade 1	73
Grade 2	77
Grade 3	94
Grade 4	99
Grade 5	85
Grade 6	87
Grade 7	59
Grade 8	51
<b>Total Enrollment</b>	<b>718</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.1
Male	47.9
American Indian or Alaska Native	0.7
Asian	5.5
Black or African American	2.6
Filipino	1.9
Hispanic or Latino	76.1
Native Hawaiian or Pacific Islander	0.7
Two or More Races	2.5
White	10
English Learners	12.1
Foster Youth	0.5
Homeless	5.3
Socioeconomically Disadvantaged	72.6
Students with Disabilities	10.2

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	31.00	96.88	847.80	91.38	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	6.00	0.65	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	13.80	1.49	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	3.13	6.00	0.65	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	54.10	5.83	18854.30	6.86
<b>Total Teaching Positions</b>	32.00	100.00	927.80	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	31.10	96.88	888.80	90.57	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	5.90	0.61	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	17.50	1.78	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	9.70	0.99	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	1.00	3.12	59.30	6.04	15831.90	5.67
<b>Total Teaching Positions</b>	32.10	100.00	981.40	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	30.30	100.00	891.10	92.20	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	6.00	0.62	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	18.00	1.87	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	5.10	0.53	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	46.20	4.79	14303.80	5.15
<b>Total Teaching Positions</b>	30.30	100.00	966.60	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	0.00	0

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	1.00	0.00	0
<b>Total Out-of-Field Teachers</b>	1.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	TK PreK On My Way (Scholastic) - Adopted 2022 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD's most recent adoption.  K-6 Wonders (McGraw-Hill) - Adopted 2016  6-8 Collections (Houghton Mifflin Harcourt - Adopted 2016	Yes	0%
<b>Mathematics</b>	TK PreK On My Way* (Scholastic) – Adopted 2022 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD's most recent adoption.  K-8 Eureka Math *(Great Minds) – Adopted 2015 and in 2018 for Dual Immersion programs. *K-8 mathematics materials were selected by OMSD stakeholders to adopt due to the level of rigor of the program and a strong alignment with the California State Standards.	No	0%
<b>Science</b>	TK PreK On My Way* (Scholastic) – Adopted 2022 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD's most recent adoption.  K-5 California Inspire Science (McGraw Hill) Adopted 2019	Yes	0%
<b>History-Social Science</b>	K-5 Studies Weekly Adopted 2023*  6-8 My World Interactive (Pearson) - Adopted 2018	Yes	0%



	*Not a state adoption, however, the district has determined through local review, that the materials are still aligned to current state standards.		
<b>Foreign Language</b>	8 Spanish - Senderos (Vista Higher Learning)	Yes	0%
<b>Health</b>	K-8 Focus on You (Charles Merrill Publishing) – Adopted 1984	No	0%
<b>Visual and Performing Arts</b>	TK-6 Theatre Arts Connection (SRA/McGraw-Hill) – Adopted 2008 TK-6 Art Connection (SRA/McGraw-Hill) – Adopted 2008 TK-8 CA Spotlight on Music (McGraw-Hill) – Adopted 2008	No	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0%

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

Edison Academy maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. All the classrooms/restrooms and student/teacher areas are in good repair. There are no current or planned improvements.

The LEA governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, at the LEA office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

To promote safety, Edison Academy is a closed campus; gates are closed during the school day and visitors must enter through the main office to sign in at the front desk prior to entering the school premises. The available exit gate does not have a padlock and is used by staff during the day is equipped with an alarm that alerts the office of anyone exiting during school hours. Visitors must present government-issued identification and OMSD staff must present their district badge through our RAPTOR system. Signage has been placed near the entrance directing visitors to check in and out with the office. All staff members have been provided with district ID badges. Edison Academy offers student supervision before school, during school, and after school. Supervision in the mornings is done by the administrative team, support team, teachers, and proctors. Teachers and Adult Proctors supervise recesses. Proctors supervise lunch and lunch recesses. After-school supervision is offered by administration, support staff, Proctors, as well as teachers.

On February 20, 2024, Edison received an overall rating of 99.69%, and the facilities are related as EXEMPLARY based on this most recent Facility Inspection Tool (FIT) report.

**Year and month of the most recent FIT report**

February 20, 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			



## School Facility Conditions and Planned Improvements

<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			MPR Electrical Room: Fire extinguisher and electrical panel are blocked. Allow for 36" of clearance. Remedied. Mechanical Room: Electrical panel is blocked. Allow for 36" of clearance. Remedied. Staff Workroom 1 and 2: Fire extinguishers not signed off. Remedied.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	71	69	40	41	46	47
<b>Mathematics</b> (grades 3-8 and 11)	61	60	30	31	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	478	473	98.95	1.05	69.13
<b>Female</b>	246	243	98.78	1.22	76.13
<b>Male</b>	232	230	99.14	0.86	61.74
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	28	25	89.29	10.71	92.00
<b>Black or African American</b>	13	13	100.00	0.00	69.23
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	366	364	99.45	0.55	66.48
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	14	14	100.00	0.00	100.00

<b>White</b>	43	43	100.00	0.00	69.77
<b>English Learners</b>	50	47	94.00	6.00	17.02
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	195	191	97.95	2.05	58.12
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	50	49	98.00	2.00	32.65

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	478	473	98.95	1.05	60.47
<b>Female</b>	246	244	99.19	0.81	61.48
<b>Male</b>	232	229	98.71	1.29	59.39
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	28	27	96.43	3.57	85.19
<b>Black or African American</b>	13	13	100.00	0.00	69.23
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	366	363	99.18	0.82	56.75
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	14	14	100.00	0.00	92.86
<b>White</b>	43	42	97.67	2.33	64.29
<b>English Learners</b>	50	49	98.00	2.00	18.37
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	195	191	97.95	2.05	47.64
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	50	49	98.00	2.00	32.65

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

<b>Subject</b>	<b>School 2022-23</b>	<b>School 2023-24</b>	<b>District 2022-23</b>	<b>District 2023-24</b>	<b>State 2022-23</b>	<b>State 2023-24</b>
<b>Science</b> (grades 5, 8 and high school)	52.17	52.99	22.36	20.60	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	136	134	98.53	1.47	52.99
<b>Female</b>	74	74	100.00	0.00	52.70
<b>Male</b>	62	60	96.77	3.23	53.33
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	103	101	98.06	1.94	48.51
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	46	44	95.65	4.35	40.91
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100.0%	100.0%	100.0%	98.8%	100.0%
Grade 7	89.7%	89.7%	94.8%	96.6%	100.0%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2024-25 Opportunities for Parental Involvement

Edison staff recognizes the importance of parent partnerships and involvement in its educational programs and services for students. Parents are encouraged to become actively involved in their child's learning experiences. Through ongoing two-way communication, we strive to foster a partnership for learning.

Parents are provided ongoing suggestions for supporting their children's learning efforts through class and school newsletters, as well as site and district-sponsored parent education and involvement activities. Participation and/or volunteering in individual classrooms and during activities, along with attendance at School Site Council (SSC) and School English Learner Parent Advisory Council (SELPAC) meetings are encouraged. SSC, GATE, SWD, and SELPAC meetings provide an avenue for site-specific dialogue with an administrator, along with involvement in the joint development of Edison's School Plan and evaluation. Edison has an active and supportive Parent Faculty Organization (PFO). Their fundraising efforts have benefited Edison's student body through community building, student field trips, enrichment opportunities, and more. Edison hosts parent meetings for Special Education, GATE, English Learners, Principal's Coffee, and other parent workshops which are held throughout each school year. Additionally, when feasible, community events, dances, sports activities, and other extracurricular events afford parents many opportunities to be involved in school activities.

Information about current events and school activities can be found on the Edison Elementary School website, ClassDojo for elementary students, and Parent Square for middle school students. The school emails important news and announcements to parents sends home flyers, and uses the school's automated telephone system to contact parents regularly. Every weekend Blackboard Connect message is sent out via phone and email. Parents who want more information or wish to participate may contact the front office at 909-984-5618 or our PFO president Mrs. Martha Jennings at mhandoko@hotmail.com. There is a role for any parent or guardian who wants to get involved.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	750	743	77	10.4
Female	389	386	38	9.8
Male	361	357	39	10.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	44	43	0	0.0
Black or African American	19	19	2	10.5
Filipino	15	15	0	0.0
Hispanic or Latino	567	562	62	11.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	19	19	0	0.0
White	76	75	8	10.7
English Learners	115	112	6	5.4
Foster Youth	--	--	--	--
Homeless	49	47	12	25.5
Socioeconomically Disadvantaged	555	550	67	12.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	91	91	8	8.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety



## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.7	0.56	0.67	1.69	1.56	1.19	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.67	0.00
Female	0.00	0.00
Male	1.39	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.88	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.87	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.90	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Edison Academy in collaboration with local agencies and the district office. Edison partners with parents and staff to review and update the school's Safety Plan. Components of the plan include: maintenance, security and safety of the physical environment, school climate which addresses disaster procedures

## 2024-25 School Safety Plan

routines, an action plan that ensures a safe physical environment and safe school climate, as well as our school safety compliance that ensures required child abuse reporting procedures, suspension and expulsion policies, due process, notification to teachers about sexual harassment policy, procedures for safe ingress and egress from school, procedures to ensure a safe and orderly environment and rules and procedures on school discipline. Monthly disaster drills are scheduled, practiced, analyzed and refined school-wide to ensure student safety procedures.

- School Safety Plan includes Emergency Response Team (ERT ) assignments for the year and procedures for earthquake, fire, AED, and lockdown/VIPER drills.
- Each staff member receives an updated Disaster Preparedness information with ERT list, school map, and a brief description of safety procedures each year.
- Each classroom has a Safety backpack containing an updated class list, first aid supplies and disaster supplies.
- Each classroom has a portable sanitation kit.
- Edison participated in the Great Shake Out on 10/17/24.

The plan was last reviewed August 2024 and is reviewed annually by the school Site Council (SSC) and updated in response to developing site needs pertaining to student safety.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	3	
1	24		3	
2	26		3	
3	19	2	2	
4	20	2	2	
5	17	3	2	
6	25		4	

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	2	
1	25		3	
2	25		3	
3	25		4	
4	27		3	
5	21	1	3	
6	17	3	2	

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	23		3	
2	26		3	
3	24		4	
4	26		4	
5	29		3	
6	18	2	3	

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	2

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$7,312	\$736	\$6,575	\$122,238
<b>District</b>	N/A	N/A	\$1608.0	\$104,660
<b>Percent Difference - School Site and District</b>	N/A	N/A	121.4	15.5
<b>State</b>	N/A	N/A	\$10,771	\$96,325
<b>Percent Difference - School Site and State</b>	N/A	N/A	-48.4	23.7

## Fiscal Year 2023-24 Types of Services Funded

Categorical funding provides for the support services of an Intervention Teacher (TOA), who services the English Learner population by: teaching intervention small groups and serving as the EL coordinator responsible for ELPAC testing and monitoring of reclassified students. The TOA hosts the SELPAC (Parent Advisory Committee) and solicits recommendations for the School Plan in regard to English Learners. This teacher runs an ELPAC bootcamp via the ELOP (Extended Learning Opportunities Program) where targeted individuals are familiarized with the ELPAC test by reviewing and practicing sample problems. The Intervention teacher also facilitates and plans EL Parent Workshops on-site.

The Intervention Teacher also coordinates and manages the general education intervention room which is supported by 3 instructional assistants and 1 bilingual instructional assistant. The room focuses on mastering ELA standards with an emphasis on early elementary students. As part of our Multi-Tiered System of Supports (MTSS), we universally screen all Edison students. Intensive reading intervention is provided to students to ensure accelerated progress and mastery of grade-level standards as early as possible.

## Fiscal Year 2023-24 Types of Services Funded

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$66,459	\$58,553
<b>Mid-Range Teacher Salary</b>	\$100,652	\$93,924
<b>Highest Teacher Salary</b>	\$124,076	\$119,489
<b>Average Principal Salary (Elementary)</b>	\$164,731	\$149,898
<b>Average Principal Salary (Middle)</b>	\$173,683	\$157,111
<b>Average Principal Salary (High)</b>	\$0	\$151,698
<b>Superintendent Salary</b>	\$368,548	\$270,432
<b>Percent of Budget for Teacher Salaries</b>	35.4	31.93
<b>Percent of Budget for Administrative Salaries</b>	5.59	5.62

## Professional Development

Edison is a unique elementary school that is focused around gifted and talented education (GATE). All instructional staff are GATE certified and all classrooms employ best practices related to GATE instruction. Edison's professional development continues with a clear focus on gifted strategies across settings, differentiated instruction through questioning, and data analysis with goal setting emphasized. Teachers are supported throughout the year with professional development opportunities at both district and site levels, including Strategic Thinking in Math. Instructional staff allows for student's self-assessment and determination of their abilities. Students will know what is needed to reach their Learning Targets, which will enhance their inquiry and focus their efforts. Grade-level teams meet weekly as part of Edison's Professional Learning Community to refine their practice, review common formative assessments, and respond to student needs. Teachers receive feedback from the administration and colleagues continuously. Data meetings support team members in identifying areas of strength, and the needs of students, and improving instructional practice. Teachers are offered many district-hosted PD opportunities. Edison continues the strong implementation of MTSS focus that had begun in prior years with a focus on: student engagement, learning targets, and differentiation. Walkthrough forms developed with teacher input are used for immediate feedback from Administrators following the snapshot visits.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	17	21	40